DOCUMENT RESUME

ED 164 796 CE 018 092

AUTHOR Agee, Patsy; And Others
TITLE Third-Party Evaluation Report for the Project Entitled Local Evaluation and External Validation Component for the State Vocational System.
INSTITUTION Georgia State Univ., Atlanta. Office of Vocational Education.
SPONS AGENCY Georgia State Dept. of Education, Atlanta.
PUB DATE 15 Aug 78
NOTE 39p.; Not available in hard copy due to faint print in the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Educational Assessment; *Evaluation Methods; Guidelines; Guides; Manuals; Measurement Instruments; Postsecondary Education; *Program Evaluation; *Program Validation; School Visitation; Secondary Education; Self Evaluation; *State Programs; State Standards; Testing; *Vocational Education
IDENTIFIERS Georgia

ABSTRACT

A third-party evaluation was conducted as part of a Georgia State University project to provide the Georgia State Office of Vocational Education with the preliminary materials and procedures necessary to further test a state coordinated evaluation system of secondary and postsecondary vocational education programs. Following an orientation meeting with project staff, the third-party evaluation team visited the University three times: first, to review the documents developed and procedures proposed for field testing the system; second, to interview individuals involved in the field testing; and third, to review the revised copies of the field-tested documents, and to assess the overall accomplishments of the project. The team concluded that the project was successful in meeting its ten specific objectives: standards were developed for secondary and postsecondary vocational education programs and institutions; procedural guides for on-site visitations were developed; self-study guides were developed for use by institutions offering vocational education programs; on-site visits were made to two secondary and two postsecondary schools for the purpose of validating project procedures, instruments, guides, and other materials; based upon the on-site visits, the procedures, instruments, guides, and other materials were revised and refined to incorporate indicated changes; and eight documents (four procedural manuals and four assessment guides) were published. (The appendixes contain suggestions for consideration by the division of vocational education, the third-party evaluation proposal, and copies of two interim reports by the third-party evaluators.) (ELG)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED164796

# THIRD-PARTY EVALUATION REPORT

for the

Project Entitled

## LOCAL EVALUATION AND EXTERNAL VALIDATION COMPONENT

for the

## STATE VOCATIONAL SYSTEM

funded by

the

Office of Vocational Education

at

Georgia State University

August 15, 1978

CE018092

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Maughon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TABLE OF CONTENTS

I. Executive Summary. . . . . 1

II. Introduction . . . . . 2

A. Purpose of the Third-Party Evaluation. . . . . 2
B. Composition of the Third-Party Evaluation Team . . . 4
C. Procedures Utilized by the Third-Party Evaluation. . 4

III. General Assessment of the Project . . . . . 7

IV. Assessment of Project Objectives Achievement . . . . . 8

V. Appendixes

A. Suggestions for Consideration by the Divisions of Vocational Education
B. Third-Party Evaluation Proposal
C. Phase I Interim Report
D. Phase II Interim Report

## I. Executive Summary

The Georgia State Office of Vocational Education is to be commended for its initial efforts in fulfilling the mandate for evaluation of local agency programs contained in the 1976 Vocational Education Amendments. The subsequent project entitled "Local Evaluation and External Validation Component for the State Vocational System" funded at Georgia State University by the state education agency has provided the state agency with the preliminary materials and procedures necessary to further test a state coordinated evaluation system of funded vocational education programs.

The Georgia State University project staff are to be commended for their achievement of the project objectives in the time frame allotted to this project. The degree of involvement achieved with local agency personnel in the development of the materials and procedures is noteworthy and a step in the right direction to achieve statewide acceptance of the state coordinated system.

In addition to specifically assessing the fulfillment of the project objectives, the third party evaluation team has offered a series of suggestions for consideration by staff of the Office of Vocational Education when implementing the evaluation system (see Appendix A). Considerations center around components necessary to implement and coordinate a state directed system for evaluating vocational education program in Georgia.

## II. Introduction

### A. Purpose of the Third-Party Evaluation

As a part of the Georgia State University project entitled "Local Evaluation and External Component for the State Vocational System" funded by the Office of Vocational Education, a third-party evaluation team was selected to monitor and assess the achievement of the objectives specified in the project proposal. The ten project objectives were:

Objective 1 - Develop standards for programs of vocational education conducted in secondary schools which are supported by vocational funds.

Objective 2 - Develop standards for institutions and programs of post-secondary and adult vocational education in public schools, post-secondary area vocational-technical schools, vocational divisions of junior colleges or conducted under contract with public vocational funds.

Objective 3 - Develop procedural guide for on-site visitations to vocational programs in secondary schools.

Objective 4 - Develop procedural guide for on-site visitation to post-secondary programs in post-secondary area vocational-technical schools, or conducted under contract with public vocational funds.

Objective 5 - Develop procedural guide for on-site visitations to adult vocational programs in vocational

divisions of junior colleges, or conducted under contract with public vocational funds.

Objective 6 - Develop self-study guide, with instruments designed to support standards developed under Objective 1 above, for use by local school systems providing vocational education programs in secondary schools.

Objective 7 - Develop self-study guide, with instruments designed to support standards developed under Objective 2 above, for use by post-secondary area vocational-technical schools, vocational divisions of junior colleges, and others providing post-secondary or adult vocational programs under contract with public vocational funds.

Objective 8 - Validate procedures, instruments, guides, and other materials by on-site visitation to at least two pilot schools offering programs of vocational education at the secondary level and two at the post-secondary and adult level.

Objective 9 - Evaluate procedures, instruments, guides, and other materials and revise as necessary.

Objective 10- Publish preliminary documents to include standards, self-study guides and instruments, and procedural guides, and provide at least fifty copies of each to the Director, Division of Program Development Support, State Department of Education,

Room 333, State Office Building, Atlanta, Georgia 30334, on or before June 30, 1978. (Subsequently extended to August 15, 1978)

B. Composition of the Third-Party Team

The Third-Party Team consisted of the following individuals:

Ms. Patsy Agee, Bureau Chief
Program and Staff Development
Florida Department of Education

Dr. Barry L. Mellinger
Dean, Occupational Division
DeKalb Community College, and
Director, DeKalb Area Vocational Technical School

Dr. John Klit, Manager
Program Approval and Evaluation
Illinois Department of Adult, Vocational and Technical Education

The Composition of this team represents several years of experience in developing and refining regional accreditation and state coordinated systems for evaluating vocational education programs as well as experience with the delivery system for vocational education in Georgia.

C. Third-Party Assessment Procedures

Following an orientation meeting with project staff, procedures to be followed by the Third-Party Evaluation Team were finalized and approved (see Appendix B). Three specific on-site visits were conducted by the team at Georgia State University. The three visits coincided with the completion of products associated with the following three project phases:

Phase I Research and Development

Phase II Implementation

Phase III Revision

The Phase I on-site visit was conducted on April 6-7, 1978. Team efforts centered on reviewing the documents developed and proposed procedures outlined for field testing the system. An interim third-party report was prepared (see Appendix C). In addition an exit conference with project staff was conducted by the team. This conference provided immediate feedback regarding the assessment of Phase I activities.

The team convened to review Phase II outcomes on June 13-14, 1978. At this time interviews were conducted with individuals associated with the field testing of the evaluation system developed during Phase I. Individuals interviewed included team leaders, team members, staff from agencies that were evaluated and project staff. Information was gathered to assess the qualitative achievement of the project objectives completed to date. The result of this visit was another interim report (see Appendix D) and an exit conference with project staff.

A final on-site visit was conducted by the third-party team on July 18-19, 1978. This visit was designed to review the revised copies of the field tested documents and to assess the overall accomplishment of the project. The report that follows constitutes the team's final assessment of the achievement of the project. At the time of the final visit, an exit conference was held with representatives of the Office of Vocational Education including the State Director for Vocational Education and project staff. The intent of this conference was to provide a verbal assessment of the project as well as

to discuss the team's recommendations regarding the statewide implementation of the Georgia Evaluation System for Vocational Education.

III. General Assessment of the Project

The project staff is to be commended for accomplishing a difficult task in an extremely limited time frame. The members of the third-party evaluation team have been provided with sufficient evidence to make the determination that the project objectives have been achieved in a commendable manner.

Extensive research and effective utilization of recommendations provided by field test participants, state office personnel and third-party evaluation team members have resulted in the development of preliminary products and processes which fulfill the obligations of the project. As stated in the proposal, the products which have been developed in this project should be considered as initial documents and should be refined and improved upon as they are subjected to use in the field.

The third-party evaluation team commends the Georgia Office of Vocational Education for initiating the project as a method of establishing preliminary procedures for fulfilling process evaluation requirements of the 1976 Federal Vocational Amendments. Results of the project provide Georgia with a foundation for vocational process evaluations which has not been available to the majority of states attempting to comply with the federal requirements.

IV. Assessment of Project Objectives Achievement

The third-party evaluation team has evaluated the project in terms of each of the ten specific objectives listed. The team's assessment of each of these specific objectives follows:

Objective 1 - Develop standards for programs of vocational education conducted in secondary schools which are supported by vocational funds.

Objective 2 - Develop standards for institutions and programs of post-secondary and adult vocational education in public schools, post-secondary area vocational-technical schools, vocational divisions of junior colleges or conducted under contract with public vocational funds.

Documents have been developed which include standards and measures for secondary and post-secondary programs and institutions offering vocational education programs. These documents were developed by the project staff based upon extensive review of the Standards of the Commission on Occupational Education Institutions of the SACS, review of the Georgia State Plan for Vocational Education, broad representative interaction between the project staff and local vocational education leadership in the state of Georgia, and also through review and analysis of standards utilized by other states and organizations. Recognizing the time constraints under which the project has operated, commendation is expressed to the project staff for the extensive developmental efforts undertaken.

It is the judgment of the Third-Party Evaluation Team that further study and refinement of the standards which have been developed will be required in order to provide a basis for an effective state evaluation system. The standards which have been developed, generally, follow the format of a series of interrogative statements in several areas of program and institutional operation. The third-party evaluation team is of the opinion that the standards for an effective evaluation system should clearly specify those standards of performance against which a program or institution will be evaluated. While these expectations may be expressed in either qualitative or quantitative terms or a combination of both, these expectations must be clearly evident for both those being evaluated and those conducting the evaluation. The use of questions to be utilized both by those being evaluated and those conducting the evaluation is a useful technique. However, there should exist a clear and explicit relationship between these questions and the expectations against which the institutions or program is being evaluated. It appears to the third-party evaluation team that "measures" and not "standards" have been developed. For example, Standard I (Philosophy and Purpose) does not expressly include a statement that outlines the expectation that the institutional or program statement of purpose should be clear and concise. A question is included in the assessment guide, however, that implies this is an expectation. It is the opinion of the Third-Party Evaluation Team that those expectations which are to be established against which the

evaluation will be made, should be clearly and explicitly stated and then perhaps followed by a series of questions which provide opportunity to demonstrate that these expectations have been fulfilled.

Objective 3 - Develop procedural guide for on-site visitations to vocational programs in secondary schools.

Objective 4 - Develop procedural guide for on-site visitation to post-secondary programs in post-secondary area vocational-technical schools, or conducted under contract with public vocational funds.

Objective 5 - Develop procedural guide for on-site visitations to adult vocational programs in vocational divisions, public schools, post-secondary area vocational-technical schools, vocational divisions of junior colleges or conducted under contract with public vocational funds.

Procedural guides for on-site visitations have been developed. Based upon comments of individuals participating in pilot on-site visitations conducted as part of the project, these guides were generally found to be adequate. Since the pilot visitations were limited in number and recognizing that many of those participating also assisted in developing the guides, these documents should receive continued study and refinment as further on-site visitations are experienced. As a statewide evaluation system is implemented, it may be necessary to include in the guide additional instructions and information pertaining to evaluation procedures and tech-

niques. For example, it would be useful to include detailed information on procedures for travel expense reimbursement by team members.

Objective 6 - Develop self-study guide, with instruments designed to support standards developed under Objective 1 above, for use by local school systems providing vocational education programs in secondary schools.

Objective 7 - Develop self-study guide, with instruments designed to support standards developed under Objective 2 above, for use by post-secondary area vocational-technical schools, vocational divisions of junior colleges, and others providing post-secondary or adult vocational programs under contract with public vocational funds.

Self-study guides have been developed for use by institutions offering vocational education programs. Based upon comments made by representatives of institutions conducting pilot self-evaluations during the project, these guides were useful to the institutions involved. Special mention was made of the usefulness to the institution of the "self-improvement" component of the self-evaluation. It was suggested that consideration be given to making this component a more formal part of the total evaluation process.

Because of the severe time constraints under which this project operated, all aspects of the self-evaluation could not be implemented in each instance as outlined in the self-study guide. As additional experience is obtained, the self-study guide should be subjected to continued study and refinement.

Objective 8 - Validate procedures, instruments, guides, and other materials by on-site visitation to at least two pilot schools offering programs of vocational education at the secondary level and two at the post-secondary and adult level.

On-site visits were made to two secondary schools, DeKalb Occupational Education Center (North) and Cherokee County School System, and two post-secondary schools, Ben-Hill Irwin Area Vocational-Technical School and Macon Area Vocational-Technical School for the purpose of validating procedures, instruments, guides and other materials developed by the project staff. Because of the severe time constraints imposed upon the project, some of the materials were not fully developed at the time of all visits. However, based upon comments of those participating in the pilot activities, these visits were productive in-so-far as validation of these materials was concerned.

Objective 9 - Evaluate procedures, instruments, guides, and other materials and revise as necessary.

Based upon the on-site visits made as part of the project, procedures instruments, guides, and other materials were revised and refined to incorporate changes indicated.

Objective 10- Publish preliminary documents to include standards, self-study guides and instruments, and procedural guides, and provide at least fifty copies of each to the Director, Division of Program Development Support, State Department of Education, Room 333, State Office Building, Atlanta, Georgia 30334, on or before June 30, 1978. (Subsequently extended to August 15, 1978)

Eight documents have been developed and published by the project and it is anticipated these will be provided as specified to the Georgia State Department of Education. The eight publications are as follows:

1. Procedural Manual for Secondary Self Assessment Component of the State Evaluation System in Georgia
2. Assessment Guide for Secondary Self Assessment Component of the State Evaluation System in Georgia
3. Procedural Manual for Secondary On-Site Validation Component of the State Evaluation System in Georgia
4. Assessment Guide for Secondary On-Site Validation Component of the State Evaluation System in Georgia
5. Procedural Manual for Post-Secondary Self Assessment Component of the State Evaluation System in Georgia
6. Assessment Guide for Post-Secondary Self Assessment Component of the State Evaluation System in Georgia
7. Procedural Manual for Post-Secondary On-Site Validation Component of the State Evaluation System in Georgia

8. Assessment Guide for Post-Secondary On-Site Validation Component of the State Evaluation System in Georgia

The Third-Party Evaluation Team has reviewed the eight publications which have been developed as part of this project. Again, recognizing the time constraints for the project, it is the opinion of the Third-Party Evaluation Team that these publications should be considered as preliminary only and be subjected to continued revision, refinement, and modification resulting from additional experience in future evaluation activities.

# APPENDIX A

APPENDIX A

Suggestions for Consideration by the Division of Vocational Education

As the System is implemented during FY 1979, continuous monitoring by state agency personnel will be required. The sheer magnitude of the further testing as compared to the field testing phase will reveal mechanical as well as content aspects of the System that will require modification to assure continued successful testing. It is essential that the state education agency practice flexibility with control during the coming implementation year.

To assure the adoption of an evaluation system that is accepted by personnel within LEA's, it is essential to gather and analyze their reactions to the System and refine the System based upon their input. A successful System is one that belongs to the recipient as well as the state education agency. A procedure to assure this is needed.

The meta evaluation instruments developed to gather input from project field test experiences should be utilized to gather further data during the implementation year. Reaction to the System should be sought from the following categories of individuals:

1. LEA personnel
    a. administrators
    b. guidance personnel
    c. instructors

2. Evaluation Teams

   a. Team Leaders
   b. Team Members

3. SEA Personnel associated with each Evaluation

The resulting data should be appropriately tabulated for analysis.

The data gathering process could be conducted at systematic intervals throughout the year. Instruments to LEA's could be distributed at the time the evaluation report is returned. Feedback from team members could be gathered at the time they receive a copy of the report and correspondence thanking them for their service. SEA personnel could respond at the time they receive a copy of the report. In all instances a relatively consistent time frame following the on-site visit would be followed. In addition data tabulation could occur throughout the entire year eliminating a large magnitude of tabulation at one time.

The major analysis of the data gathered should occur during a conference of selected individuals charged with the responsibility to analyze the findings and refine the System accordingly. The following categories of individuals should be included:

1. Team Leaders
2. Team Members
3. Chief Administrators
   a. Secondary Superintendents and/or Principals
   b. Local Directors of Vocational Education

c. Directors of Area Vocational-Technical Schools

d. Community College Presidents

4. Instructors from Evaluated LEA's

5. University Personnel involved with the System (team members or team leaders)

6. State Agency Personnel

Care must be taken to assure that such a conference does not become dominated by state agency personnel. The size of the group should not exceed 30 individuals. The composition of the group is of extreme importance. Key individuals looked to by others for leadership must be involved. Their "seal of approval" on the revised Systems will assure its acceptance statewide.

The third-party evaluation team further suggests that consideration be given to establishing standards for vocational education against which the "measures" that have been developed by the project team could be applied in an evaluation process. Such a responsibility appropriately belongs to the Office of Vocational Education in fulfilling the designated role related to providing leadership to the state's vocational education programs.

The team also suggests that a process be established for acknowledging the corrections of deficiencies that are identified during evaluations. Procedures should be considered for providing technical assistance to programs having identified deficiencies.

If the process evaluation procedures are to achieve the intent as stated in the 1976 Vocational Amendments, a system should be developed which will provide for the utilization of data from the program evaluations in the decision making process at the state level. The provision of sufficient personnel will be required if the evaluative data is to be collected, synthesized and distributed to decision makers at the state and local level.

Implementation of on-site visitations will require numerous budgetary considerations as well as the establishment of criteria to be applied in determining team composition. The state office may wish to consider designating regions of the state for team member selection purposes.

The final suggestion of the third-party evaluation team is related to establishing realistic goals for the number of evaluations conducted during the implementation year. The project has provided preliminary products which should be subjected to further testing and refinement. The team suggests that the number of evaluations to be conducted during the first year of implementation be carefully considered in relationship to the effectiveness with which state staff can be involved in the collection of feedback necessary for revisions in the system. The final system resulting from the continued testing should be one that is well integrated into the total delivery system of the State Office of Vocational Education.

# APPENDIX B

# THIRD PARTY EVALUATION

## Procedures, Outcomes and Time Schedule

For The
Project Entitled

Local Evaluation and External Validation Component
For The
State Vocational System

Assessment Team:

Ms. Patsy Agee, Bureau Chief
Vocational Research Dissemination and Evaluation
Florida Department of Education

Dr. Barry Mellinger
Dean/Director
DeKalb Community College

Dr. John Klit, Manager
Program Approval and Evaluation
Illinois Department of Adult
Vocational and Technical Education

Report Prepared by:

Dr. John Klit, Chairman
Third Party Evaluation Team

Introduction

A third party assessment team consisting of Ms. Patsy Agee, Florida Department of Education; Dr. Barry Mellinger, DeKalb Community College; and Dr. John Klit, Illinois Department of Adult, Vocational and Technical Education, have been identified to monitor the achievement of objectives associated with the Project entitled "Local Evaluation and External Validation Component for the State Vocational System". Following an orientation meeting conducted by Project staff, the assessment team discussed with the Project staff the third party assessment that will occur. As a result of this discussion, the assessment procedures and outcomes were identified as well as the time frame in which they will occur.

Procedures and Outcomes

Three specific and separate assessments will be conducted by the third party evaluation team. These assessments will occur at the conclusion of each of the specific phases identified in the Project proposal. At the conclusion of Phase I and II, the resulting products will be assessed to determine the achievement of stated objectives. In addition, a value judgement concerning the specific product will also be offered by the assessment team. The assessment reports will be presented in terms of conclusions and recommendations related to each of the identified objectives.

At the conclusion of Phase III, a final assessment report will be prepared addressing all phases of the Project. The interim reports will specifically assess objective achievement by

phase whereas the final report will address itself to the end product of the overall Project. Conclusions and recommendations related to the final product will be presented along with an executive summary of the findings of the third party assessment team.

At the conclusion of each assessment, the third party evaluation team will conduct an exit conference with Project staff. The content of the assessment reports will be shared and discussed in detail at this time.

Time Frames

The tentative time schedule for the assessment activities is as follows:

Phase I — Meet as a team in Atlanta on April 7, 1978 following extensive review of Phase I products to determine as a team the achievement of objectives associated with this phase.

Phase II — During the end of May, a Project meeting is planned to debrief individuals that have been associated with the testing of the products of Phase I. The assessment team intends to convene their second meeting at the time of this Project meeting to aid in assessing the outcome of Phase II. Interviews with Project participants will be utilized to determine the achievement of the objectives associated with this phase.

Phase III — During the last two weeks of the Project, the assessment team will convene after reviewing the final product of the Project to finalize the third party evaluation activity.

# APPENDIX C

# THIRD PARTY EVALUATION
# PHASE I INTERIM REPORT

For the
Project Entitled

## Local Evaluation and External Validation Component
## For The
## State Vocational System

Assessment Team:

Ms. Patsy Agee, Bureau Chief
Vocational Research Dissemination and Evaluation
Florida Department of Education

Dr. Barry Mellinger
Dean/Director
DeKalb Community College

Dr. John Klit, Manager
Program Approval and Evaluation
Illinois Department of Adult
Vocational and Technical Education

Report Prepared by:

Dr. John Klit, Chairman
Third Party Evaluation Team

## PHASE I INTERIM REPORT

On April 7, 1978 the Third Party Evaluation Team consisting of Patsy Agee, Barry Mellinger and John Klit convened in Atlanta to review the available products from Phase I of the Project entitled "Local Evaluation and External Validation Component for the State Vocational System." Upon arrival, Project staff provided the team with all materials developed to date related to Objectives 1 - 7 contained in the proposal. The team recognizes that all materials (procedures and guides) for each objective have not been completed. Specific analysis of materials not yet completed as part of Phase I will be deferred until the Phase II visit.

Project staff are to be complemented for their endeavors to date when considering the time constraints facing the Project. The ultimate degree of involvement of key individuals throughout the state is occurring. Materials developed have been reacted to extensively from representatives of secondary and post-secondary institutions as well as representatives from the State Department of Education. Phase II field tests have already been initiated in one secondary and one post-secondary institution with plans developed for all Phase II testing. This initial field test will be instrumental in completing the procedures manuals and self-study guides needed for future Phase II testing.

The Third Party Evaluation Interim Report for Phase I will follow a format of preparing conclusions and, where appropriate, offering recommendations for each of the first seven Project objectives.

Objective 1 - Develop standards for programs of vocational education conducted in secondary schools which are supported by vocational funds.

Objective 2 - Develop standards for institutions and programs of post-secondary and adult vocational education in public schools, post-secondary area vocational-technical schools, vocational divisions of junior colleges or conducted under contract with public vocational funds.

Conclusion:

A document has been developed for the purpose of establishing standards and measures for secondary and post-secondary institutions offering vocational programs.

Recommendations:

(A) Consideration should be given to clarifying the significant difference between a "standard" and a "measure". Care should be exercised to insure the measures do not go beyond what is called for in the standard.

(B) Project members should consider whether or not standards have actually been established. Standards should reflect conditions required for delivery of effective vocational programs.

Example: Standard One - Philosophy and Purpose

The standard indicates that a statement of philosophy and purpose has been developed. The standard does not require that such a statement be utilized to affect vocational programs. Consideration might be given to establishing an explicit relationship between Standard four and all other Standards.

(C) A standard should clearly specify expectations. In considering expectations, the Project members may wish to strengthen standards by stating them in terms of implications for students where appropriate. The Third Party Evaluation Team recommends that all standards be reviewed as they relate to expectations of the institution or program area.

Objective 3 - Develop procedural guide for on-site visitations to vocational programs in secondary schools.

Objective 4 - Develop procedural guide for on-site visitation to post-secondary programs in post-secondary area vocational-technical schools, or conducted under contract with public vocational funds.

Objective 5 - Develop procedural guide for on-site visitations to adult vocational programs in vocational divisions of junior colleges, or conducted under contract with public vocational funds.

Conclusion:

Procedural guides for secondary, post-secondary and adult program on-site visitations were not available for review. The procedures formulated to date were not yet combined into one document.

Recommendations:

(A) Prior to conducting the remaining Phase II field tests, a draft copy of the procedural guide should be available and tested.

(B) The concept of a procedural guide must be clearly defined. It should include all aspects of conducting an on-site visitation to be coordinated by the State Department of Education. This document will include the procedures to be followed by team leaders, team

members, and local agencies while completing an on-site visitation.

(C) One procedural manual that describes the mechanical process of conducting an on-site visit may be sufficient for describing secondary, post-secondary, and adult program visitations. Separate guides may need to be prepared for team leaders when describing the procedures to be followed when visiting different types of institutions. (Although many sections of the various documents will be the same).

Objective 6 - Develop self-study guide, with instruments designed to support standards developed under Paragraph 1 above, for use by local school systems providing vocational education programs in secondary schools.

Objective 7 - Develop self-study guide, with instruments designed to support standards developed under Paragraph 2 above, for use by post-secondary area vocational-technical schools, vocational divisions of junior colleges, and others providing post-secondary or adult vocational programs under contract with public vocational funds.

Conclusion:

Self-study materials have been identified and are presently being tested in one secondary institution preparing for a Phase II field test. Specific guides to aid local agencies in completing the self-study are yet to be developed.

Recommendations:

(A) Prior to conducting further self studies, the experiences gained from the first test should be utilized to develop the guide for conducting the self-study.

(B) Conceptually, the intent and use of the self-study must be clearly defined as it relates to the on-site visitation process. Will local agency efforts become the focal point of visitation team activities? Will the final team product relate directly to the self-study materials? Such questions must be clearly answered.

(C) The system for collecting, tabulating and analyzing self-study data statewide should be considered as part of the Project. The need for a systematic approach to collecting all system related data statewide is essential to the system's utility within the State Department of Education.

# APPENDIX D

# THIRD PARTY EVALUATION
# PHASE II INTERIM REPORT

For The
Project Entitled

Local Evaluation and External Validation Component
For The
State Vocational System

Assessment Team:

Ms. Patsy Agee, Bureau Chief
Vocational Research Dissemination and Evaluation
Florida Department of Education

Dr. Barry Mellinger
Dean/Director
DeKalb Community College

Dr. John Klit, Manager
Program Approval and Evaluation
Illinois Department of Adult
Vocational and Technical Education

PHASE II - INTERIM REPORT

On June 14, 1978 the Third Party Evaluation Team consisting of Patsy Agee, Barry Mellinger, and John Klit met in Atlanta to review revised products from Phase II of the project entitled "Local Evaluation and External Validation Component for the State Vocational System". Prior to arrival, the evaluation team had been provided with all materials developed and revised to date.

Members of the Third Party Evaluation Team are appreciative of the cooperation displayed by the Project staff and the willingness of the individual project participants to share information which made it possible for the team to fulfill its requirements.

The contents of this interim report will address itself to objectives 1-8 of the Project. In addition to a statement concerning the achievement of the objective, specific recommendations related to the objectives will be provided.

The assessment team found evidence that Objectives 1-7 of the Project have been completed. This included development of standards and procedural guides to conduct self assessments and on-site visits of vocational education programs. The team would offer the following suggestions in packaging the materials developed into a meaningful set of documents related to the system:

A. Overview of the Vocational Education Program Evaluation in Georgia

A document is needed that describes the total evaluation system in existence. This document would be directed to

LEA personnel and include the rationale for evaluation, the responsibility of the Staff office, the self assessment component, the on-site visitation component and the outcome or results of the entire system.

B. Procedural Manual for conducting a Post-Secondary Vocational Education Program Self Evaluation

Document Contents:

1. Rationale and concept for conducting the self assessment
2. Step-by-step suggested procedures for conducting the self assessment
3. How the end product will be used by the team
4. Instruments for each standard
   a. Self study procedural recommendations
   b. Assessment guide

C. Procedural Manual for conducting a Secondary Vocational Education Program Self Evaluation

Document Contents:

Same as Document B

D. Procedural Manual for Conducting On-Site Evaluation of a Post-Secondary Vocational Education Program (Team Member Handbook)

Document Contents:

1. Overview of the role and function of a team member
2. The final product that will result
3. Guide to conducting interviews
4. Procedural recommendations by standard
5. Assessment guide by standard

E. Procedural Manual for Conducting On-Site Evaluations of Secondary Vocational Education Programs (Team Member Handbook)

Document Contents:

Same as Document D

F. Team Leader Handbook for Conducting On-Site Evaluations
This document could be the same for both secondary and post-secondary program evaluations. Contained in the document should be all detailed procedures and suggestions to be followed in conducting an on-site evaluation. This document should follow a chronological sequence of events including the tasks completed by State Office staff, the preparation tasks conducted by the team leader, the mechanics of the on-site visit, and concluding with the outcome of the on-site visit.

These six documents would provide all materials necessary to successfully conduct the Georgia Vocational Education Evaluation System.

As part of Objective 8, field tests have already been initiated in two secondary and one post-secondary institution with plans to complete the second post-secondary field test in the near future. For purposes of obtaining information for making recommendations relative to the success of field tests, the third party evaluation team met with four participants of the recent field tests. Based upon input from these individuals and a review of the documents which have been produced, recommendations are as follows:

1. Team members should receive self-study forms prior to on-site visit.
2. Items listed under "local program improvement section" should be combined into a section that follows the assessment guide checklists.
3. Team leaders should visit school to be evaluated prior to on-site visit.

4. Orientation session by the team leader with team members should be allotted a greater amount of time. It is possible that the length of the on-site must be expanded.

5. Team member responsibility:

Step 1: Receive and review self study guides prepared by the LEA for areas of responsibility

Step 2: Place a check of concurrence or non-concurrence by each subsection of the assessment guide by the team member.

Step 3: Prepare a team member rating for each of the program improvement items.

Step 4: Write a conclusion and recommendation (where necessary) for each of the sub-headings of each standard.